

Inspection date

19/10/2012

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Children build secure attachments with the childminder and other children because the childminder provides a safe and secure environment where children settle quickly, make good progress and are prepared for the next stage in their learning.
- Children's language, communication and social skills are very well promoted. The childminder confidently extends children's vocabulary and supports them in participating in discussions and expressing their ideas.
- The childminder obtains useful information from parents about children's starting points. This means that she is able to plan effective learning opportunities for children because she has a good understanding of their individual needs.
- Thorough self-evaluation takes into account the views of children and their parents and is the result of careful monitoring, analysis and self-challenge.

It is not yet outstanding because

- There are limited opportunities in the environment to inspire and develop children's spontaneous mark making because some equipment is not easily accessible to younger children.
- The planning system is not yet fully developed. This means that some opportunities for children to make further connections in their learning by extending activities may be missed.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector looked at children's learning journeys, planning documentation, the childminder's self-evaluation form and a selection of policies and children's records.
- The inspector observed activities in the lounge and the dining area.
- The inspector held discussions with the childminder at appropriate times during the inspection.

Inspector

Rachel Deputy

Full Report

Information about the setting

The childminder was registered in 2012. She lives with her husband and adult child in Old Swan, Liverpool. All of the ground floor of the childminder's home is used for childminding. Access to the premises is via two steps to the front door. There is a secure, fully enclosed area for outdoor play. The childminder is able to collect children from school and take them to toddlers groups.

This provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently three children on roll in the early years

age range.

The childminder is a member of the National Childminding Association. She is networking with other local childminders.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- develop the opportunities for children's spontaneous mark making by providing equipment that they are able to access independently
- develop further the planning system to allow more time for children to fully engage in the activities provided.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The childminder provides a good range of activities and experiences that interest the children and cover the seven areas of learning. She has a secure knowledge of how to promote the learning and development of young children and fully recognises that they learn through play. Children are mostly encouraged to be independent as they tidy away the toys and are encouraged to join in with making their lunch.

Children's language development is well promoted through regular conversations during play activities. They confidently approach the childminder with role play equipment and tell her they are going shopping. She asks them to buy her some milk and they respond by saying 'five pounds please', showing an emerging understanding of the world. The childminder reads the stories brought to her by the children with enthusiasm, so children remain interested. She encourages them to repeat individual words, so they are beginning to form short sentences.

Children have opportunities to learn to use tools, such as cutters and rollers as they explore play dough. The childminder encourages children to name the different colours of the play dough and to count the number of pieces. When they count, she asks what number comes next and they readily respond using their fingers to show the amount they have. This helps children to understand about simple number problems. Children learn about sounds as the childminder talks about initial sounds of their own names and those of their friends as they look at photographs together. They are supported to make marks with paint, pens, glitter and glue as they create sea creatures for their display following a

trip to the seaside. However, children do not have independent access to mark-making tools. This means that children with limited vocabulary may not have the same opportunities for spontaneous mark making as older children, who are able to ask for what they want.

The childminder has recently implemented the progress check at age two years and she is able to identify what the children in her care are able to do. She completes regular observations and assessments on the children and uses these effectively to plan suitably challenging activities to ensure that they make good progress in their learning and development. As a result, children are working comfortably within the typical range of development expected for their age. However, the childminder creates new plans for the children everyday. This means that children are not always able to extend their learning during activities because they move too quickly onto the next challenge. Children's starting points, observations and assessments are recorded in their learning journeys, which parents are able to access and add their comments to if they wish, encouraging partnership working.

The contribution of the early years provision to the well-being of children

Children's individual needs are met because they are happy and settled and form close relationships with the childminder. This can be seen as they seek reassurance from her about visitors and frequently say to her, 'you're my best friend'. Children are very well behaved and play well both individually and alongside others. This is because the childminder shows interest during their play and regularly praises them for their individual achievements. When visitors arrive, children show good independence and self-confidence as they separate from the childminder and invite the visitor to look at photographs of their friends on the wall.

The childminder has a good understanding of how young children learn and as a result, they take part in activities that are tailored to their individual learning styles and needs and promote all areas of their learning. For example, babies are provided with push along toys to encourage their first independent steps. The playrooms are set up with resources, such as, ball pool and a craft table for messy activities, for example, play dough and painting. She is aware of the need to develop links with the other providers of the Early Years Foundation Stage, to prepare children for their next steps in learning, when this becomes necessary, to ease transitions.

Children develop a positive awareness of diversity, through a range of related activities and resources, such as books and small world figures. The childminder makes good use of the small outdoor area by providing a wide range of equipment and media, including sand, water, gardening tools and wheeled toys. The childminder makes very good use of the local area ensuring that children have daily opportunities to play and engage in physical play outdoors. For example, they visit the local playground and learn to play and balance on climbing frames and balancing beams. Consequently, children's learning is equally promoted during inside and outdoor activities.

Children are provided with healthy food and drinks because the childminder is committed to encouraging them to try new things. She takes time to discuss with parents how best to introduce new foods and uses strategies to support even reluctant children during meal times. For example, children help to make their own meals and look at the ingredients before they are cooked, so that they are more likely to taste them. As a result, children are beginning to understand the importance of healthy eating. Children are protected from the risk of cross-infection, as the childminder follows strong hygiene practices.

The childminder undertakes risk assessments and maintains a safe and secure building. Any visitors to the house are asked to show some identification and sign in to the daily record of people present in the building. She is aware of the need to be vigilant when on trips out and has written risk assessments for all types of outings. The childminder helps children to understand how to keep safe and emergency evacuations have been practised with them to enhance their ability to cope in an emergency.

The effectiveness of the leadership and management of the early years provision

The childminder has reflected on the setting's strengths and areas for improvement by completing a self-evaluation form and drawing up well-focussed action plans. She has included parents and children in the self-evaluation process by giving them questionnaires and encouraging them to talk about what they would like to happen. Questionnaires show that parents are very happy with the service provided and give particular praise to the loving and supportive relationships the childminder builds with the children.

Children are safeguarded appropriately and protected from harm because the childminder has a good understanding of possible sign of abuse. She fully understands the importance of quickly accessing help and advice should she become concerned about a child's welfare and knows how to document concerns accurately and effectively. This helps to ensure children are protected from harm or neglect.

The childminder fully understands the importance of building partnerships with parents and has a range of ways of sharing information with them. Daily verbal exchanges with parents help her to build partnerships with them to ensure continuity in the children's care between the home and the setting. Verbal exchanges are supported by the children's learning journeys, which give information on their progress and achievements. Written policies are shared with all parents, which gives them a further insight into how their child's care is organised.

The childminder has also begun tracking children's progress, so that she is able to identify any gaps in their learning. She understands the importance of early intervention and knows how to request additional support for children, if it is needed. The childminder has been unable to attend a course on the revised Early Years Foundation Stage due to timings during the day. However, she is now booked onto an evening course, to aid her professional development. She has, however, been proactive in networking with other local childminders and pre-school, who have given her a copy of the revised requirements.

This knowledge means that she has been able to start making changes to her childminding practice to benefit the children in her care.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
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Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
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Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
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Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
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Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.
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Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years

Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY440580
Local authority	Liverpool
Inspection number	794002
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	Not applicable
Telephone number	

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are

usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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